

Inspection report for early years provision

Unique reference number	EY355277
Inspection date	17/02/2011
Inspector	Lindsey Pollock

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2007. She lives in Ingleby Barwick with her husband and her son aged eight years. The whole of the ground floor and the third bedroom of the childminder's home is used for childminding. There is an enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children aged under eight years at any one time, of whom no more than three may be in the early years age range. There are currently six children on roll in this age group. She also provides care for older children. The childminder cares for children Monday to Friday, all year round. The childminder holds a current paediatric first aid certificate. The family occasionally care for a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is a qualified, experienced practitioner. Her professional commitment and dedication enables her to provide an excellent standard of care and education to the children in her care. Consequently, children are making excellent progress in their learning and development. Highly positive relationships are in place with all parents. Through rigorous reflective practice, the childminder identifies and promptly acts upon any areas for improvement, thus demonstrating an outstanding capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing partnerships with other providers of the Early Years Foundation Stage to ensure effective continuity and progression when children attend more than one setting.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates an extremely good understanding of the procedures regarding the safeguarding of children and a very high level of commitment to promoting their safety. She attends safeguarding training and ensures that all household members undergo appropriate checks. Highly effective risk assessments are conducted and the childminder takes appropriate action to manage or eliminate potential dangers to children. All required records are in place and completed effectively to ensure the well-being of the children. This wellbeing is significantly enhanced by the childminder's exceptional organisation in all areas of

her work.

The childminder is well qualified and committed to improving her knowledge and practice through continuous professional development. She makes very good use of her past experience of working within a wide range of settings to support all children's needs and requirements. The childminder carries out extensive monitoring and evaluation of her practice, which take account of the views of parents and children, to ensure priorities for development are accurately targeted to improve outcomes for all children. Excellent use is made of space and resources to promote care and learning. The childminder's home is extremely welcoming to all and is maintained to high standards. She manages to provide a rich learning environment whilst retaining a warm, homely atmosphere where children are relaxed and happy.

Toys and resources are of high quality and well chosen to support children's learning and development. There are lots of displays of written words and numbers around to reinforce children's understanding of letters and numbers. Their art work and photographs are proudly displayed which helps to give children a strong sense of belonging and value and raises their self-esteem.

Partnerships with parents are a particular strength of the setting. Parents are held in very high regard by the childminder. She ensures they are well informed about all aspects of their own children's achievement, wellbeing and development. This is done through daily verbal and written feedback, newsletters, access to children's learning journals and meetings to discuss their child's progress. They speak very highly of the childminder including comments such as 'she has a natural ability with children, implementing a varied and stimulating curriculum of activities' and 'she is a massive support to us and we cannot imagine her not being in our lives. We feel very lucky to have found her'. The childminder is fully aware of the benefits of partnerships with other providers delivering the Early Years Foundation. She is beginning to develop these links to help promote children's learning and development.

The quality and standards of the early years provision and outcomes for children

The childminder has an excellent understanding of child development and of the Early Years Foundation stage. She uses this knowledge to provide personalised learning, development and care to help children get the best possible start in life. The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of the children exceedingly well. These cover all areas of learning, ensuring children enjoy a broad, stimulating variety of activities both adult-led and child-initiated. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning. The children are extremely settled in this warm and welcoming setting. They are obviously very attached to the childminder, approaching her confidently and with much affection.

Children are becoming increasingly confident. They love playing with each other and the childminder, but are also happy to play by themselves for short periods of time. They are very independent. For example, they use the bathroom by themselves and cut up their bananas and pour their own drinks at snack time. They are pleasant, happy children who have lovely manners remembering to say 'please' and 'thank you'. Behaviour is extremely good and children are kind and caring towards each other. They enjoy each others company and also that of the childminder's son when he is home from school. They show respect for the childminder and her home and are beginning to learn about the importance of caring for the environment. Some children are making exceptional progress in their understanding of problem solving, reasoning and numeracy. They talk about size as they re-tell the story of 'Goldilocks and the three bears', matching their voice to the size of the bear. They skilfully drag and click with the mouse to complete a jigsaw puzzle on the computer and know at a glance how many pieces are left. They love books of which they have lots to choose from. They have favourites such as 'dinosaurs love underpants' which leads to them making a very attractive craft display. They engage in a wide range of creative activities using different media such as gloop, dough and clay and enjoy lots of painting activities. They are starting to recognise letters and during vegetable printing point out that the pepper print looks like a letter 'E'. Mark making opportunities, including the popular whiteboard, are readily available and well used, as a result children are developing excellent skills in this area. They are budding artists and their pictures of 'the three bears' are brilliant. Their appreciation and awareness of differences is raised and fostered very well. They engage in activities such as making Rangoli patterns for Diwali and access an exceptional range of resources which reflect positive images of the diverse society in which they live.

High standards of cleanliness and hygiene are maintained throughout all areas. Children follow good hygiene routines such as washing their hands when appropriate. Visual prompts help to remind children how to do this properly. Nutritious, home cooked meals tempt children to eat healthily and they speak enthusiastically about the childminder's cooking, especially the chicken pie. They love fruit enjoying a wide range, including more unusual fruits such as Sharon fruit and papaya. All children show a strong sense of security and feel safe within the setting. They know how to behave safely both indoors and outdoors. Role play sessions and constant reminders from the childminder means they have an increasing understanding of road safety.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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